

LATIN NOTES

Published by the SERVICE BUREAU FOR CLASSICAL TEACHERS at Teachers College, Columbia University, New York. Eight Issues, October to May. Price of Subscription, 50 Cents.

Application for entry as second class matter pending.

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Vol. I

April, 1924

No. 6

WRITING DOWN THE ROMANS

The comment of a writer for *The Manchester Guardian* upon Mr. H. G. Wells' refusal "to see much good in the Romans" as evidenced by certain pages in *An Outline of History*, so well expresses the idea of Rome's mission in the world as Romans of the highest type conceived it, that it is reprinted here with the thought that it may be helpful to Latin teachers who are sometimes at a loss to justify Rome's greatness to pupils who are reading certain parts of the Catilinarian orations.

"Mr. Wells' temper responds so much more easily to the speculative Greek than to the practical Roman that he is less than fair to the peace of Caesar. This is more strange because to a mind so devoted to the cause of unified law and world unity one would think that the great creators of law and communications would have appealed with a compelling force. Yet of the vast Roman achievement Mr. Wells writes: 'The great roads, the ruins of splendid buildings, the tradition of law and power it left for the astonishment of succeeding generations must not conceal from us that all its outer splendour was built upon thwarted wills, stifled intelligence, and crippled and perverted desire.'

"Those are hard words that make no allowance for the toughness of Roman character and for the burning Roman faith in Rome's mission as law-giver, peace-giver, and barrier against barbarism. How that faith lived in captains, colonists, and engineers we forget while we read Tacitus, Ovid, Juvenal. The student who has drenched himself in Silver Latinity, to whom Rome means only the debauched capital of the Emperors, may find in a holiday walk on some high, desolate English moor the answer to the critics of the Colosseum and of Capua. A few rough stones are more eloquent than a hundred polished satires.

"Plenty of people now visit the West End of London and say they have visited England. What sort of impression of England would a future historian get if his main evidence for our own age consisted merely of a few fashionable novels about the chatter and scandal of café and studio? Those who only England know are poor judges of this country; poorer still those who only 'brighter London' know. In the same way Roman literature, with a few handsome exceptions, is more hindrance than help to understanding Rome: it gives the wrong perspective. Let us read Petronius for pleasure and follow the Roman across Northumbria for information. Men who might have lolled at Capua came to shiver and serve in Carlisle. No doubt much Roman imperialism was kept in action by loot. But what kind of loot came the way of the men who flung roads across the Pennines and watched beside the Wall? The motive that kept the legions on the march in three continents was an idea: they were there to make the world one, secure, civilised. It is legitimate to accuse the Empire of many vices, of greed, roughness, brutality, sensuality, lack of the pliable, speculative mind. But it is equally legitimate to see in the filthiness of the capital more froth than substance, and to believe that when we dig a Roman inscription out of some misty fastness in our northern moors and read of some for-

gotten captain who died for Rome as he made a road across the rocks we are driving against a truth more tremendous than ever we can touch by studying only the exquisite acidity of a Tacitus or the licentious lampoons of a city poet."

—I. B., Issue of November 17, 1922.

MEETING VARYING ABILITY—A SUGGESTION

The question of adapting work to students of widely varying abilities who are compelled to recite in the same classes has always been a difficult one. Under our present system, most teachers feel that the teaching must be done chiefly for the benefit of the slow-witted and the nearly feeble-minded, and that very little attention can be given to the brighter pupils who are capable of doing enough work "to pass" without much help. Conscientious teachers are troubled by this state of affairs. They see that the members of their classes who are capable of benefiting most from intellectual work are being bored to annihilation by hearing the obvious constantly reiterated, are not being encouraged to develop their mental powers to their fullest extent, and that they are in danger not only of losing interest in all their studies but even of forming such habits of inattention and laziness as will prove a positive handicap in later life. Different methods of meeting this situation have been suggested. While there is nothing new in the device here described, it may appeal to some teachers as offering at least an amelioration.

This device consists simply of making a maximum and a minimum assignment for each lesson. The pupils are told at the beginning of the term what the plan is to be. They are informed that only those who satisfactorily complete the maximum assignment every day are to receive "E", while those who do the minimum satisfactorily may receive "G" or "F". Those who have been receiving low marks in their Latin are frankly advised to try the minimum only. They are told that it is better for them to do a small amount of work thoroughly than a larger amount superficially; that some of them will be able to pass in the minimum, whereas if they attempted the maximum, they would not be able to do it well enough to gain a passing grade.

In the translation work it is comparatively easy to arrange these minimum and maximum assignments. The maximum may consist simply of a lesson half again as long, or twice as long as the minimum. Most of the "constructions" to be emphasized, and all of the principal parts of verbs, paradigms, etc., to be reviewed or learned, should be found in the minimum assignment. Care should be taken, therefore, to see that this part of the work is not too burdensome for those capable of accomplishing only the minimum, but only those who are doing the maximum will be called on for that part of the lesson. The names of those who have signed up for the maximum may be checked in the roll book, so that it may be easy to distinguish them. Those taking the minimum are expected to listen and to get some benefit from the maximum. Questions may be asked them now and then, and occasionally they may be asked to repeat the translation of a phrase or clause. The maximum assignment is not assigned for review

except to those who are doing the maximum. The others need review only their own work. In tests, also, those who have been doing the maximum review the maximum, and those who have been doing the minimum review only the minimum.

This involves, of course, some bookkeeping on the part of the teacher. This need not be complicated, however. Most teachers keep notebooks, or lesson books of some sort with the assignments for each day. In these the maximum and the minimum can be recorded. Some teachers use a loose-leaf class register in which they insert after each list of names a few blank sheets for the assignments of that class. This facilitates "making up" the work of absentees. The teacher need only to look at the date of the absentee and the assignment under that date, and to tell the pupil what he has to do. If part of the translation is read in class "at sight" and is not intended to be reviewed for intensive study, a column may be headed "Sight" and all such passages noted. Then when the time for a term test comes around, the teacher may read off to the class the minimum and the maximum assignments and those passages which are not to be reviewed at all.

In the beginning work, the assignment of minima and maxima is not so simple, since it is obvious that all the pupils must learn all the declensions and conjugations and the principal rules of syntax. In the case of the exercises, however, it is possible to give different assignments, just as is done in the translation work. For instance, those doing the minimum may have five sentences to translate, and the others may have twelve.

Of course it may be objected that by this method the very ones who need drill most are not getting as much as those whose need is not so great. This is true; but, as was said before, those who cannot accomplish the maximum will derive more benefit from doing a small amount of work well than they would from trying to do more and doing it only superficially. Those who do the maximum are preparing themselves for doing the maximum in their succeeding years and they will be the ones who will gain whatever honors are offered by the school. This would be true of them in any case, but under this system they are a little more likely to have enough to do to help them develop their powers. Those doing the minimum would, under any system, be the ones to obtain low marks, or to fail entirely. Of these, fewer are likely to fail under this method, and those who succeed will do so with more satisfaction to themselves and without spending too great a proportion of time on any one subject. Since each one does the minimum of his own choice, no one need feel that he is being deprived of an opportunity to gain honors. If a slow pupil chooses the maximum and is willing to spend an inordinate amount of time on it, this is his right, and it is a fact of familiar observation that some of these slower students accomplish by their industry what others do not succeed in doing by their greater ability.

It is suggested that the usual maximum assignment be a part of the regular class room work. Occasionally, however, other work of real value for drill may be devised, such as the preparation of an original dialogue, the presentation of a short play in Latin, or the writing of an anecdote. Still more rarely may be assigned such topics as "The Life of a Roman Boy," the biography of an author, etc., or even the preparation of some work for exhibition. It is hardly necessary to add the warning that too much of this sort of work (which is not really Latin work, although often very pleasing to visitors and supervisors) may become a real detriment to the pupils in giving them a taste of what is "showy" and superficial, and in distracting their attention from their legitimate task, which must be a "grind" if it is to be worth much.

Most of the teachers who have given maximum and minimum assignments find that their greatest difficulty lies in inducing the pupils who ought to attempt only the minimum to do so. Few seem willing to confess that they are unable to do as much as anyone else. In this case, all who wish to sign up for the maximum may be

allowed to do so. The number dropping down to the minimum will gradually increase as the term wears on. The teacher need not advertise the names of these recruits, but simply accept them as a matter of course, and he may very soon include in their number nearly all whom he wishes to see there by quietly advising those who have failed in a few recitations or in a written lesson to cease their attempt to keep the pace with the others.

Some teachers have the opposite difficulty, especially with boys who are interested in athletics, or who are at the lazy stage. Some of these sign up for the minimum, although perfectly capable of doing the maximum. There is no way of coercing these, except by firing their ambition. They would probably do the minimum any way, i. e., just enough for passing, and even for these it is perhaps better to do a smaller amount well than a larger amount superficially.

—Bessie R. Burchett,
South Philadelphia High School for Girls.

PICTURES

The Service Bureau has just received from abroad sample copies of photographs illustrating reconstructions in ancient Rome. All of them are exceedingly helpful to the Latin teacher in her efforts to assist the pupil in visualizing certain aspects of Roman life. They may be secured from M. Bretschneider, Via del Tritone 62, Rome, for the prices indicated in the following list. Those sold for 5 lire are 10 by 7 inches.

TITLES	PRICE IN LIRE
1. Temple of Capitoline Jupiter	5
1. Temple of the Sun and temple of Quirinus	5
3. Circus Maximus	5
4. Arch of Constantine, Temple of Venus, and the Flavian Amphitheatre (Colosseum)	10
5. The Colosseum (exterior)	10
6. The Roman Forum	20
(Views may also be obtained for 5 and 10 lire.)	
7. Temple of Quirinus on the Quirinal Hill	5
8. Interior of Domitian's palace on the Palatine Hill	5
9. House of the Vestals (interior)	5
10. Stadium on the Palatine Hill	5
11. Portico of Octavia and Theatre of Marcellus	5
13. Temple of Venus and Rome	5

* A lira is equivalent to about 5 cents.

A PLAN FOR A VOCABULARY NOTEBOOK

My chief trouble with vocabulary notebooks, in the various plans that I had tried previously, had been the scant service they rendered for the labor involved. Too often it meant merely a copying task and an inadequate result in knowledge of Latin words.

The following plan covers the first year—two semesters. The teacher does the assembling the first semester and the student continues the plan on his own responsibility the second semester. All material for copying is placed on the board by the teacher. Hence all notebooks are alike. As a new group of forms is being learned, e. g., the first declension nouns, the pupil copies and learns the vocabulary of all first semester nouns of that declension. The list on the board is alphabetically arranged according to English meanings. Objection to the plan might be raised here that the memorizing, without sentence use, will not be effective, but it should be remembered that the majority of words of a given group are found within a few lessons and that at least some gain has been made in the advanced words. The teacher's derivative is also copied. This does not prevent the pupil's own suggestions in class, but it does permit the teacher to limit the words to those which the student may fully understand, to select the prefixes and suffixes most desired, and to give examples of the deriva-

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tion laws he wishes to teach later in the semester. The words are written, column form, on every other line, the plan being that the following semester the student will simply distribute his vocabularies, inserting words alphabetically in the proper group. The words of the second semester slip in easily except third conjugation verbs, for which, on account of the large number used in the second semester, an extra sheet is needed. The loose-leaf notebook is preferable.

By the end of four months, the vocabulary for the whole semester will be tabulated. The remaining month is sufficient to accomplish two results which justify the work of a vocabulary notebook. First, it permits and facilitates a comprehensive drill in vocabulary. The pupil finds the book invaluable. Since the books are alike, the teacher's assignments are easily made. Second, the notebook now becomes the basis for regular lessons in derivation. The student is asked to bring in lists of examples of any prefix, suffix, or derivation law which is being studied. Only roots which he has had are accepted. For example, suppose "ion" is the suffix assignment. The student goes up and down his verb lists and easily brings in fifty examples which he thoroughly understands. This "hunting" creates another means for vocabulary memorizing, while the numerous illustrations he finds himself implant the derivation point as well.

By the second semester the plan is so thoroughly understood and its benefits so keenly realized that the teacher's only care is to guard the derivation column. Most of the derivatives are now suggested by the pupils and the words chosen are put in the notebook.

This vocabulary book is also of service in the second year as a foundation list. The plan, however, changes. The pupil now makes his own list from the words he has to look up. The Lodge lists form the basis for class drill.

In the following illustration, a page from the notebook of a first year pupil in the Peabody High School, the words written in italics are the inserted second semester words.

ENGLISH MEANINGS	LATIN WORD	ENGLISH DERIVATIVES
1. arm	armo	armory, armistice
1. approach	appropinquo	propinquity
2. attack	oppugno	oppugn
2. ask	rogo	interrogative, rogation
3. blame	culpo	culprit, exculpate
4. call	voco	vocative, avocation
5. capture by storm	expugno	
3. command	impero	imperative
6. carry	porto	portable, export
4. delay	moror	moratorium (mora)
7. conquer, surpass	supero	insuperable
5. demand	postulo	
8. delight, please	delecto	delectable
6. encourage	hortor	hortatory
9. fight	pugno-pugnatum	pugilist, pugnacious
10. fight with swords	dimico-dimicatum	
7. forbid	velo	velo
11. free	libero	liberate, liberty
12. give	do	dative, data
13. hasten	mature-maturatum	mature, premature
8. hope	spero	desperate
14. kill	neco	internecine
15. lay waste	vasto	devastate, vast
16. love, like	amo	amateur
9. manage	administro	administer, minister

—Mary L. Breene, Peabody High School,
Pittsburgh, Pa.

MATERIAL LISTED IN THE VARIOUS ISSUES OF LATIN NOTES AS BEING READY FOR DISTRIBUTION—A SUMMARY TO DATE

(These will be lent upon payment of postage, or may be purchased for 5 cents extra for each item.)

1. A summary of points to be remembered in regard to the government of Rome in the time of Cicero.
2. A convenient way of arranging the Latin vocabularies in a first-year book with a view to connecting them with English derivatives.
3. Valuable publications for the construction of a one-year English-Latin course.
4. Characteristic Roman ideas with page references to two books easily understood by young pupils.
5. Ten useful books for teachers of secondary Latin.
6. Suggestions for a classical program.
7. A private initiative library for the Latin teacher's room.
8. A convenient list of Greek prefixes. (Taken from Carr and Scott's *Development of Language*, pp. 174-176.)
9. A convenient list of Latin prefixes. (Taken in abridged form from Carr and Scott's *Development of Language*, pp. 164-167.)
10. Page references to well-known stories of classical mythology in Gayley's *Classical Myths in English Literature*, Guerber's *Myths of Greece and Rome*, and Tatlock's *Greek and Roman Myths*.
11. A list of mythology illustrations (lantern-slide size); published by Mr. George Swain, Ann Arbor, Michigan.
12. A selected list of pictures dealing with classical mythology, which can be obtained from Alinari, Rome, Italy; (catalogue numbers and prices given).
13. Bibliography of useful material for Latin club work.
14. Easy Latin reading for first, second, and third semesters.
15. Outline for a Vergil illustration book.
16. What the high school pupil should know about the Romans.
17. Some reasons for my low mark in Latin—points for pupils to consider.
18. The real basis for interest in Latin.
19. A list of pictures of Roman life by E. Forti (price about 50 cents for schools; may be secured from Alinari, Rome). On account of fluctuations of the Italian "lira," all prices quoted in connection with the pictures to be secured from Italy are subject to change. LATIN NOTES quotes the prices for April, 1923.
20. A list of photographs containing views of Rome (price about 12 cents each; may be secured from Alinari, Rome).
21. A list of views of Rome on postals (price about 3 cents each; may be purchased from Piale, Rome).
22. Teaching Latin grammar as an aid to English grammar and expression—concrete suggestions for the teacher's procedure.
23. Topics for a Roman Life Exhibit with suggestions for working them out.
24. Names of boys and girls derived from Latin and Greek.
25. Characteristic virtues of the older Romans—summaries in the form of brief paragraphs from the stories in *Plutarch's Lives*.
26. A method of teaching participles.

27. "New Lamps for Old"—an advertisement of the Prudential Life Insurance Co. (postage only).
28. An account of the Classical Survey to April, 1923, (no charge).
29. An outline of high points in Roman history—adapted from Westermann's *Story of the Ancient Nations*.
30. English pronunciation of 526 proper names in the first six books of the *Aeneid* (withdrawn; will be printed). Catiline's Defiance—a poem, substituted.
31. "The Value of the Classics in Training for Citizenship"; (not for sale).
32. A sample "Connection Card" designed to afford a means for systematic training in English expression. (Teachers are at liberty to have this reprinted.)
33. A Debate—Resolved that Catiline was justified in attempting to overthrow the Roman government.
34. Six sample Latin tests.
35. Playing fair—some points for the young teacher to keep in mind.
36. A Private Initiative Card.
37. Twenty-five interesting points about Latin—Bulletin Board suggestions.
38. A list of English words which contain pictures of Roman life.
39. Some suggestions for varying the work in the Caesar class in order to avoid monotony.
40. How to attack the translation of a Latin sentence—a hint to the pupil.
41. The value of Latin—various pamphlets.
42. The review—a suggestion.
43. A bibliography of Latin tests.
44. A list of Latin plays.
45. A list of Latin songs.
46. "English and the Latin Question"—a pamphlet.
47. "The Ethics of Vergil as Shown in the First Six Books of the Aeneid"—a summary of vices and virtues.
48. A list of inexpensive pictures for the use of the Latin teacher.
49. An outline for the second semester of a course for the training of Latin teachers.
50. "The School Boy's Dream"—a short play.

SUPPLEMENTARY WORK FOR VERGIL PUPILS

1. Special responsibility for finished English translations.
2. Practice in writing metrical translations.
3. Collecting allusions to Vergilian phrasing in English authors—particularly in English poetry.
4. Reports on various topics in connection with the Aeneid.
5. Preparation of a scrapbook in which illustrations of the Vergil text are collected with appropriate quotations.
6. Memorizing certain passages from the Latin.
7. Special responsibility in reading Latin aloud.
8. Reading additional text whether from some part of the Aeneid or from other authors.
9. Reading the Iliad or the Odyssey with a view to collecting passages which bear upon the text of the Aeneid, e. g., the description of Scylla, Palmer's Translation of the Odyssey, (1891), pp. 187-188, 191-193; Circe, p. 151, the Cyclops, pp. 132-146.
10. Reading Norton's translation of Dante's Inferno with a view to presenting to the class certain points which will make the Sixth Book of the Aeneid more interesting.

TRANSLATIONS—A COURSE OF PROCEDURE SUGGESTED

"From the beginning the pupil should be led to see that he is learning to understand a Latin sentence just as the Romans did, gaining a tentative meaning of its various elements but reserving final judgment as to forms, meanings, and constructions until the end of the passage has been reached. It was, of course, impossible for a Roman, while listening to a speech, to search first for the subject, then for the verb, and so on. Nor is the pupil, though just beginning the study of Latin, to be allowed to proceed in such a mechanical way.

Let the following sentence serve as an illustration; *Caesar, his rebus impulsus, equitatum omnem prima nocte ad castra hostium mittit*. The class or individual pupil first reads the sentence as a whole, without making any effort at translation. However, while reading the Latin in this way, he makes every effort to gain its meaning. The sentence is then studied in detail. As soon as possible, facts like those noted below are elicited by means of questions to the class, all the pupils participating in the work. At the beginning of the course, the teacher might proceed as follows:

Caesar: Noun, nominative singular masculine, meaning 'Caesar.' Since it stands first in the sentence, and is nominative, it is probably the subject.

his rebus impulsus: *his rebus* naturally go together, both being in the dative or the ablative plural. They are probably ablative of means with *impulsus*, since there is no possible use of the dative with the participle. It is probable that *impulsus*, being a perfect participle, in the nominative singular masculine, agrees with *Caesar*, though this can not yet be regarded as certain. *Rebus* has so many meanings that only the context can show which is correct. Connect *impulsus* with English 'impulse' and 'impel.'

equitatum omnem: Case? Accusative singular masculine. Construction? Probably direct object of a verb occurring later in the sentence, as no preposition precedes. Hint: Watch for transitive verb.

prima nocte: Case? Ablative singular feminine. Construction? Obviously ablative of time when or within which, probably the former on account of *prima*.

ad castra hostium: Case? *Castra* may be nominative or accusative plural neuter; but since the word follows *ad*, its interpretation as a nominative becomes immediately impossible. Because of its case ending the form of *hostium* must be that of the genitive plural. The possessive is its only reasonable construction.

mittit: Form? Third singular present indicative active of a transitive verb. Use? As the last word in the sentence has been reached, it must be the main verb; and as *Caesar* is the only nominative, *Caesar* must be the subject. All the parts of the sentence now fit together perfectly, and suspense is ended."

—Taken from the *Pennsylvania Syllabus in Latin for High Schools*, pp. 16-17.

CORRECTING PAPERS

When my Caesar pupils are reviewing the conjugations and declensions, I find that it is almost an endless task to correct their papers if tests are given to check them up as frequently as should be done. So I try to make the tests of such a character that the pupils themselves can correct them. Perhaps I give 25 or 50 forms and, when they have written them, I ask each person to pass his paper to the left. In this way the papers may be checked in about five minutes. They are then returned to the owners. The pupil is thus able to see his mistake while the work is fresh in his mind. As I have one hundred and fifty students, this plan saves a great amount of time for me. It is always best to have the person who makes the correction sign his own name, for that makes him feel more responsible and does away with any tendency to dishonesty.

—Laura Smith